

# SIG GRANT--LEA Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Mid-Michigan Leadership Academy	Applicant's Mailing Address: 730 W. Maple St. Lansing, Michigan 48906
LEA Contact for the School Improvement Grant  Name: Michael Powell  Position and Office: Grants Coordinator, SABIS® Educational Systems, Inc. Flint Regional Office  Contact's Mailing Address: 1402 W. Court St. Flint, Michigan 48503  Telephone: (810) 471 -7850  Fax: (810) 496-4289  Email address: mpowell@sabis.net	
LEA School Superintendent/Director (Printed Name): Sephira Shuttlesworth	Telephone: (517) 485-5379
Signature of the LEA School Superintendent/Director:  X_____	Date:
LEA School LEA Board President (Printed Name): Kevin Bonds	Telephone: (517) 241-5005
Signature of the LEA Board President:  X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## GRANT SUMMARY

**District Name:**  
**Mid-Michigan Leadership**  
**Academy**  
**ISD/RESA Name: Ingham**  
**Intermediate School**  
**District**

**District Code: 33904**  
**ISD Code: 33000**

**FY 2013**  
**School Improvement Grant – Section 1003(g)**  
**District Proposal Abstract**

**For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.**

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

## LEA APPLICATION REQUIREMENTS

### A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<b>Mid-Michigan Leadership Academy</b>	<b>2600082</b>				✓

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:**

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

**1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**

*The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)* Maximum length 1 page

MMLA was identified as a priority school after the 2012-2013 school year. After being notified by MDE of the school's priority status, a team was formed in response to the identification made up of the building leadership team, school board, and parents to examine the root cause of the downward trend in student achievement and what reform model best suited the needs our school. This team selected the Transformation model and immediately created strategies to enact the 11 requirements of the model. The MMLA first replaced the charter management company and hired SABIS® Educational Systems, Inc. Then, the school principal was replaced and all staff re-interviewed to identify teachers that were committed to improving MMLA and had the necessary skill sets to create improvements in instruction as identified by the building leadership team, school board, parents, and the charter school authorizer, Central Michigan University.

In the fall, the leadership team designed targeted professional development opportunities for staff in order to focus our efforts towards the improvement of instruction. The team collaborated with the MI Excel team (Michigan State University and Ingham ISD) to develop a plan that focused on leadership, reading and math instruction, and system change. During this process, our team meet frequently to monitor progress and plan continuous job embedded professional development throughout the year. The team also analyzed the master schedule and modified much of the time to produce more extended learning time for student instruction.

In addition to the MEAP, MMLA instituted additional student assessments such as the SABIS® Academic Monitoring System to help teachers inform instruction on a weekly basis. The leadership team assisted teacher through training to build our teachers capacity to utilize data.

The school board is pleased with the progress we have made this year, but also recognizes that there is much work left to accomplish if we are really going to improve on the goals we have set for ourselves. With this recognition, the board choose to support the application for the SIG III grant. Our school staff and board is committed to the content we included in our grant application and we are anxious to enact these much needed improvements and development opportunities.

**2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and**

**effectively, the required activities of the school intervention model it has selected. Maximum length 1 page**

Our commitment is to our students and the practice and initiatives we have identified in this application is critical to our future success. With that, we are committed to fund these initiatives and priorities as identified in our reform plan with efficiency and fidelity. It is our expectation that these funds will increase our capacity to better educate students in a more productive and sustainable manner which will improve our instructional efficiency. Initially the SIG funds will support the development of this capacity, however as our capacity improves, the necessary funds for capacity building will diminish.

Our charter management company, SABIS Educational Systems, Inc. is on board with the identified initiatives and committed to providing and finding additional funds to continue these programs beyond the grant cycle. As a high poverty school, we qualify for many sources of funding and have access to a full-time grants coordinator. In addition, our staff is eager to assist in finding ways to cut cost in other areas of our school's function in order to re-direct funds identified as critical to our learning priorities.

We are also currently learning how to implement the SABIS® Curriculum and pacing guides which is aligned with the Common Core. Under the previous model, there was not an established curriculum and instructional schedule. Now that basic structures are in place, teachers attend weekly grade level meetings to create this alignment and to identify strategies to support struggling students. Under the new leadership model, the academic quality controller provides ongoing support and monitoring. Formal and informal classroom observations are designed to check on the actual implementation of the SABIS® model and provides timely feedback to teachers and the leadership team.

We do not have a union so teachers do not have an opportunity avoid these initiatives. We have a rigorous evaluation process and teachers whom are not compliant with the will of our staff and the leadership team will be removed from the classroom.

**3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to Maximum length 1 page:**

**a. Design and implement interventions consistent with the final requirements**

Based on student performance in the previous academic year, the redesign plan will focus on the three goals below. The previous model did not have a set curriculum, common pacing guides, or system for student assessment. The new SABIS® model has a fixed curriculum and assessment process that all instructional staff are held accountable to follow during weekly grade level meetings with the academic quality controller. Using our three learning priorities below, our leadership team selected interventions that would support our learning priorities list below:

- A. All students in grades K-8 will be proficient in reading.
- B. All students in grades K-8 will be proficient in math.
- C. All students in grades K-8 will attend school on a daily basis

We identified a crucial element to enacting these improvements required a strengthen of core instruction and the building of capacity among all staff in our school to enact theses changes.

## **b. Select external providers from the state's list of preferred providers**

After careful consideration of the approved vendors list with our priority schools intervention specialist, our school improvement team choose to seek assistance from Michigan State University's Fellowship program due to their proven record of capacity building in urban schools and their close proximity to our school in order to develop a close relationship between their staff and our staff. We seek their assistance in school leadership building and with the implementation of our MTSS program. We feel the leadership coach is critical for helping our new coach and numerous new teachers in developing their capacity to support our academic initiatives.

## **c. Align additional resources with the interventions**

- All interventions selected for inclusion in this SIG application were chosen to enhance or extend those interventions in our Reform-Redesign Plan.
- MSU's Fellowship will support building the capacity of the newly formed leadership team.
- MSU Associate Professor, Dr. Dorinda Carter, will provide on site professional development in school culture and climate.
- SABIS® Educational Systems, Inc. will implement the Promethean white board lessons at MMLA to enhance the curriculum and pacing guides, improve efficiency of lesson delivery, and to promote higher student engagement with graphics, demonstrations, lab simulations and other tools.
- Houghton Mifflin Harcourt's Account Executive Barbara Fuerbacher will coordinate Data Director licensing and training with Calhoun Intermediate School district to use data to drive classroom instruction.
- Loving Guidance will provide classroom management support and training.

## **d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.**

- Our current practices were all revised last year with the assistance of our MI Excel Intervention Specialist.
- Our board will approve the extended learning time for next year as required by the SIG.
- Our board has expressed support for any additional requirements needed to implement our SIG initiatives next year.

## **e. Sustain the reforms after the funding period ends.**

- With the exception of the Data Coach and the Family Liaison all interventions were selected to build capacity at MMLA and not be required to continue as an external provider after the grant cycle.
- MMLA is committed to retaining the Data Coach after the grant cycle using general funds. If additional funds are needed MMLA will pursue additional support through the revision of existing position.  
Ongoing professional learning to continue and sustain the staff training acquired through the building leadership team and the MSU's Fellowship will occur through weekly and monthly professional learning provided by the district and attendance at ISD, state, regional, and national conferences as appropriate.

- 4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application. Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:**

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014	Person Responsible	Start Date	End Date	Success Metric
<b><u>Pre-SIG R &amp; R Plan Implementation</u></b>  A. Notify all project partners to coordinate and schedule program services; complete service agreements  B. Recruit & hire grant funded staff  C. Review budget and begin pre- implementation order	Director, School Board   Michigan Personnel Services, Director   Director, Office Manager	August 2014   August 2014   August 2014	August 2014   Until positions filled   September 2014	Agendas/sign in sheets   Staff program   Approved budget; initial orders complete
<b>R &amp; R Plan Implementation – Year 1 – 2013-14</b> a. Implement MTSS & focus on differentiated instruction  b. Replace principal w/ 3- person leadership team  c. Implement teacher	Academic Quality Controller, School Improvement Team  Director, Board  School Improvement Team,	September 2013   July 2013   September 2013	Ongoing annually   Ongoing annually   Ongoing annually	Monthly report to superintendent   Administrator evaluations   Completed

	and administrator evaluation tools including student growth metric	Director			evaluations	
	d. Implement revised staff rewards and staff removal procedures	School Improvement Team, Director	September 2013	Ongoing annually	Quarterly rewards given, Staff & Board Manuals outlining removal procedures, removal of ineffective staff	
	e. Implement revised professional learning practices including calendar, scheduling, & follow through	Academic Quality Controller, School Improvement Team	August 2013	Ongoing annually	Monthly PD calendar, PD evaluations	
	f. Implement/continue strategies to recruit/retain high quality staff	Superintendent, Leadership team, Board	August 2013	Ongoing annually	Written processes established and published in staff handbook and Board administrative guidelines	
	g. Begin alignment of instructional program with CCSS & CCRS	Director of Curriculum, Instruction, & PD	August 2013	Ongoing annually	Published curriculum documents	
	h. Increased focus on using data to inform MTSS and Differentiated Instruction	Academic Quality Controller, Instructional Coach, Instructional Staff	September 2013	Ongoing through 2016-17	Data dialogue summaries, intervention team meeting artifacts	
	i. Increased learning time – days and minutes	Superintendent, Leadership team, Board	Summer 2013	Ongoing throughout year and summer	School master schedule	
	j. Increases in Enrichment activities	Director of Curriculum, Instruction, & PD, Leadership team	August 2013	Ongoing annually	Rosters and sign-in data, NWEA MAP data	
	k. Opportunities for increased teacher collaboration	Superintendent, Leadership team	August 2013	Ongoing annually	Monthly report to superintendent, weekly schedule and artifacts	
	l. Improvements in family and community engagement	Superintendent, Leadership team	September 2013	Ongoing annually	Agendas and artifacts from events	
					SRO monitoring	



	<p>m. Operational flexibility provided within building operation (single building-district)</p> <p>n. Ongoing technical support established and solidified with ISD, MDE, NMU charter, MSU specialist</p>	<p>Superintendent, Board</p> <p>Superintendent</p>			<p>reports, building schedules, budgets</p> <p>Agendas/sign in sheets</p>
	<b><u>Pre-SIG Implementation – Summer/Early Fall 2014</u></b>				
	Post and hire new positions – Data Coach, Home School Connection Specialist	Superintendent, Leadership Team	July 2014	July 2014	<p>Postings published at colleges/universities, newspapers</p> <p>New hires approved by BOE</p> <p>New hires begin August 1</p>
	<b><u>SIG Implementation – October 2014 – September 2017</u></b>				
	MSU Leadership Coaches assigned and begin weekly work with MMLA throughout the length of the grant	Michigan State University, Superintendent, Leadership Team	October 2014	Ongoing through the length of the grant	Assignment notice from MSU, Meeting agendas and sign in sheets
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 1</p> <p>Creating a culture of improvement, including an accountable professional community</p>	MMLA Instructional Leadership Team members	October 2014	October 2014	<p>Attendance at workshop</p> <p>Completion of “homework” assignment</p>
	MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 2	MMLA Instructional Leadership Team members	November 2014	November 2014	<p>Attendance at workshop</p> <p>Completion of “homework” assignment</p>

	<p>Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education</p>					
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 3</p> <p>Understanding the data available to inform decisions about instructional improvement</p>	<p>MMLA Instructional Leadership Team members</p>	<p>January 2015</p>	<p>January 2015</p>	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 4</p> <p>Learning about the change process and how it impacts staff, students and families</p>	<p>MMLA Instructional Leadership Team members</p>	<p>March 2015</p>	<p>March 2015</p>	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 5</p> <p>Developing a clear understanding of effective instruction that leads to improved student achievement</p>	<p>MMLA Instructional Leadership Team members</p>	<p>April 2015</p>	<p>April 2015</p>	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 6</p>	<p>MMLA Instructional Leadership Team members</p>	<p>May 2015</p>	<p>May 2015</p>	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	

	Identifying effective organizational structures that support improved student achievement				
	MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Summer Session (3 days)  Speakers and topics to be determined	MMLA Instructional Leadership Team members	June 2015	June 2015	Attendance at workshop  Completion of "homework" assignment
	MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 1  Expanding the capacity to implement effective instructional and leadership practice	MMLA Instructional Leadership Team members	October 2015	October 2015	Attendance at workshop  Completion of "homework" assignment
	MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 2  Increasing skills in using data and in helping others become adept in data analysis	MMLA Instructional Leadership Team members	November 2015	November 2015	Attendance at workshop  Completion of "homework" assignment
	MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 3  Continuing to learn how to manage complex change in schools	MMLA Instructional Leadership Team members	January 2016	January 2016	Attendance at workshop  Completion of "homework" assignment
	MSU Michigan Fellowship of	MMLA Instructional Leadership	March 2016	March 2016	Attendance at workshop

<p>Instructional Leaders (MFIL) - Year 2 Session 4</p> <p>Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement</p>	Team members			Completion of "homework" assignment
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 5</p> <p>Expanding the accountable professional community to include feeder schools and central offices</p>	MMLA Instructional Leadership Team members	April 2016	April 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 6</p> <p>Speakers and topics to be determined</p>	MMLA Instructional Leadership Team members	May 2016	May 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Summer Session (3 days)</p> <p>Speakers and topics to be determined</p>	MMLA Instructional Leadership Team members	June 2016	June 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 1</p>	MMLA Instructional Leadership Team members	October 2016	October 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>

	<ul style="list-style-type: none"> <li>•Developing proficiency to implement the strategies that result in increased student achievement.</li> </ul>					
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 2</p> <p>Demonstrating data proficiency in all aspects of the school's work</p>	MMLA Instructional Leadership Team members	November 2016	November 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 3</p> <p>Ensuring instructional program coherence across and between grade levels/subjects</p>	MMLA Instructional Leadership Team members	January 2017	January 2017	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 4</p> <p>Planning for continued progress</p>	MMLA Instructional Leadership Team members	March 2017	March 2017	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	
	<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 5</p> <p>Continuing an emphasis on effective and efficient school organization</p>	MMLA Instructional Leadership Team members	April 2017	April 2017	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>	

MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 6  Speakers and topics to be determined	MMLA Instructional Leadership Team members	May 2017	May 2017	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Summer Session (3 days)  Speakers and topics to be determined	MMLA Instructional Leadership Team members	June 2017	June 2017	Attendance at workshop  Completion of "homework" assignment

**5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.**

	<b>Current Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>
Reading		54.87	59.89	64.91
Mathematics		43.31	50.26	57.21
Writing		45.05	51.71	58.37
Social Studies		n/a	n/a	n/a
Science		35.62	43.85	52.08

**6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**

**7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed.)**

**8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA **Maximum length 1 page.****

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.**

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
  - Implement the selected model in each Priority school it commits to serve;
  - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools; and
  - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

**Example:**

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority School #3	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority School #4	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>



# SCHOOL IMPROVEMENT GRANT BUDGET

## APPLICANT INFORMATION

**TYPE OR PRINT:**

<b>APPLICANT</b>	Legal Name of District Mid-Michigan Leadership Academy		District Code 33904
	Address of District 730 W. Maple St.		
	City and Zip Code Lansing 48906		Name of County Ingham
<b>CONTACT PERSON</b>	Name of Contact Person Michael Powell		Telephone (Area Code) (810) 471 - 7850
	Address 1402 W. Court St.	City Flint	Zip Code 48503
	E-Mail Address mpowell@sabis.net		Facsimile (A.C./No.) (810) 496 - 4289

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

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SIGNATURE OF LEA BOARD PRESIDENT

Date

## SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

### SCHOOL BUILDING

Legal Name of School Building Mid-Michigan Leadership Academy	Building Code 08323	Name and Title of Authorized Representative Sephira Shuttlesworth, Director	
Mailing Address (Street) 730 W. Maple St.		Signature	
City Lansing	Zip Code 48906	Telephone (Area Code/Local Number) (517) 485 - 5379	Date Signed (m/d/yyyy)
Name and Title of Contact Person Michael Powell, SABIS Grants Coordinator		Mailing Address (If different from agency address) 1401 W. Court St. Flint, Michigan 48503	

## SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

**INSTRUCTIONS:** The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

### 1. BUDGET SUMMARY FOR: Mid-Michigan Leadership Academy

<b>LEGAL NAME OF APPLICANT:</b>				<b>District Code</b>	
<b>Mid-Michigan Leadership Academy</b>				<b>33904</b>	
<b>MDE USE ONLY</b>	<b>Grant No.</b>	<b>Project No.</b>	<b>Project Type</b>	<b>Ending Date</b>	<b>FY of Approved Activity</b>
					<b>2010</b>

#### BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
227	Academic Student Assessment							

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

## 2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. ***(Provide attachment(s) as needed.)***

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Date

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**Ellen Kent, BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

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Date

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**Sephira Shuttlesworth, SUPERINTENDENT/DIRECTOR SIGNATURE**

**4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

**ASSURANCES AND CERTIFICATIONS**

**STATE PROGRAMS**

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL\*Disclosure Form to Report Lobbying\*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These

materials were developed under a grant awarded by the Michigan Department of Education.”

#### **CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

#### **CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.**

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

#### **PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

#### **ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

#### **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

#### **CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

#### **CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In

addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

#### **CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

#### **AUDIT REQUIREMENTS**

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

#### **ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. li. Procure a commercial sex act during the period of time that the award is in effect; or
- III. lii. Use forced labor in the performance of the award or sub awards under the award.
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

#### **ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

#### **CERFICIATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal sub award without a DUNS number. MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

#### **ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan.

**SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

**ASSURANCES AND CERTIFICATION:** By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE \_\_\_\_\_ SUPERINTENDENT OR  
AUTHORIZED OFFICIAL

\_\_\_\_\_  
SIGNATURE

TYPED NAME/TITLE: Sephira Shuttlesworth, Director



**5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☐ **Waiver 3: Priority schools list waiver**

In order to enable the State to replace its list of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priorities schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1. of the SIG final requirements.

☐ **Waiver 4: Period of availability of FY 2013 funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. 1225 (b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEA's to September 30, 2017.

# SIG GRANT—School Building Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Mid-Michigan Leadership Academy  School Building Code: 08323	Mailing Address: 730 W. Maple St. Lansing, Michigan 48906
School Building Contact for the School Improvement Grant  Name: Michael Powell  Position and Office: Grants Coordinator, SABIS® Educational Systems, Inc. Flint Regional Office  Contact's Mailing Address: 1402 W. Court St. Flint, Michigan 48503  Telephone: (810) 471-7850  Fax: (810) 496-4289  Email address: mpowell@sabis.net	
LEA School Superintendent/Director (Printed Name): Sephira Shuttlesworth	Telephone: (517) 485-5379
Signature of the LEA School Superintendent/Director:  X_____	Date:
LEA School LEA Board President (Printed Name): Kevin Bonds	Telephone: (517) 241-5005
Signature of the LEA Board President:  X_____	Date:
Building Principal (Printed Name): Sephira Shuttlesworth	Telephone: (517) 485-5379
Signature of the Building Principal  X_____	Date:

Union Representative (Printed Name): N/A	Telephone
Signature of Union Representative: X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## Section A

### 1. Analysis of data. **Maximum length 1 page**

**STUDENT ACHIEVEMENT DATA** - At the end of the 2012-2013 school year, the overall performance level for MMLA was 0% on the Top to Bottom State ranking. The school improvement team analyzed reading and math achievement data from MEAP and PST from the 2010 to 2014 school years to consider evidence of need. Based upon the teams' analysis, the identified areas of need are Reading and Math. Students with disabilities and African American students demonstrated the greatest needs. Across all grade levels, reading and math scores were lower than the state and Lansing public schools

Bottom 30% of students who are not proficient in reading by subgroup: Black 39.5%; Hispanic 25.8%; White 20.7%; Female 31.4%; Male 29.7%; SPED 55.6%.

**DEMOGRAPHICS** - MMLA is a single-building public school academy serving 256 students in grades K-8. The subgroups are as follows: Black 32.24%; White 17.29%; Hispanic 36.45%; SPED 6.07%; Male 56.54%; Female 51.4%.

**PERCEPTION** - In the winter of 2014 we administered the Education Resource Strategies (ERS) SchoolCheck survey (SC) to ten staff members. Teachers analyzed the data and there were a number of findings which are being used in ongoing school improvement work. One example:

- "teachers use assessment results to improve practice" scored 2.6, on the lower side, but high priority (7), thus although assessing occurs, there's room for improvement using results professionally

The School Improvement team continues to use these data to guide decisions regarding school-wide priorities underneath our Transformation Plan.

**SCHOOL PROCESS** - The School Process Rubrics (40) were examined and revealed impediments to the teaching and learning process. Ineffective instruction under the previous educational model was due to an absence of a systematic curriculum and assessment process. This resulted in the adoption of the SABIS® curriculum.

The three identified changes to be implemented at MMLA include ongoing professional development and training for staff:

MTSS-RTI

Data Director

School Climate & Culture

## **2. School Building Capacity – Resource Profile** **Maximum length 1 page**

a. MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal): Full-time employee. Duties include planning, implementing and evaluation SIG grant in collaboration with the external service provider and other partners.
- Family liaison position: Full-time employee. Provides assistance to students and families about services and support available; Communicates with parents on behalf of the school to provide a direct link between school and home; coordinates home visits with the school social worker as needed.
- Data Coach: Contracted Full-time employee. Helps to promote data-drive instruction by providing ongoing feedback and support to instruction staff using the SABIS® Student Management Systems and Data Director.
- Funding to support mental health services: An additional School Social Worker will provide individual and small group counselor to students based on need. Students and/ or families in trauma will receive additional services by the Community Mental Health Authority.

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including

the administrators and support staff. All professional development cannot occur during the summer.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

<input checked="" type="checkbox"/> <b>General Funds</b>  <input checked="" type="checkbox"/> <b>Title I Part A</b> <input checked="" type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input checked="" type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input checked="" type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b>	<input type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools.)</b>			

### 3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application **Maximum length 1 page.**

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- b. Explain the district and school's ability to support systemic change required by the model selected.
- c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

Not applicable.

#### **4. School Improvement Plan**

Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

#### **5. External Provider Selection**

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph.**

After careful consideration of the approved vendors list with our priority schools intervention specialist, our school improvement team choose to seek assistance from Michigan State University's Fellowship program due to their proven record of capacity building in urban schools and their close proximity to our school in order to develop a close relationship between their staff and our staff. We seek their assistance in school leadership building and with the implementation of our MTSS program. We feel the leadership coach is critical for helping our new coach and numerous new teachers in developing their capacity to support our academic initiatives.

#### **6. Alignment of Resources**

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

**Maximum length 1 page**

- a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.
- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

## 7. Modification of local building policies or practices

MMLA's current schedule is 184 school days. School is in session from 8am to 3:20pm. Time currently available for instruction is:

<b>Grade Span</b>	<b>Current Hours in School Year</b>
Kindergarten	1215.75
Grades 1 through 3	1231.68
Grades 4 through 8	1252.84

Since we are essentially self-contained, there are no passing times, except for movement to art and phys ed classes.

We propose to add 30 minutes to the school day at each grade span, and 3 days to the school year. This will result in moving from 181 to 184 days of instruction. The adjustment to the chart above is detailed below (30 min X 184 days + 3 X six hour days = 110 hours added, roughly a 10% increase):

<b>Grade Span</b>	<b>Proposed Hours in School Year</b>
Kindergarten	1325.75
Grades 1 through 3	1341.68
Grades 4 though 8	1362.84



The additional time will be used to craft two 90-minute instructional blocks, one each for numeracy and literacy. Each teacher will engage students in grade-appropriate activities and learning experiences without interruption. Adjustments will have to be made in the current delivery of art, music, and phys ed in order to ensure uninterrupted block time. The scheduling adjustments will drive our entire school schedule.

## 8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
<b><u>Pre-SIG R &amp; R Plan Implementation</u></b>				
A. Notify all project partners to coordinate and schedule program services; complete service agreements	Director, School Board	August 2014	August 2014	Agendas/sign in sheets
B. Recruit & hire grant funded	Michigan Personnel Services, Director	August 2014	Until positions filled	Staff program
		August 2014		Approved budget;

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
staff  C. Review budget and begin pre-implementation order	Director, Office Manager		September 2014	initial orders complete
<b>R &amp; R Plan Implementation – Year 1 – 2013-14</b> a. Implement MTSS & focus on differentiated instruction  b. Replace principal w/ 3-person leadership team  c. Implement teacher and administrator evaluation tools including student growth metric  d. Implement revised staff rewards and	Academic Quality Controller, School Improvement Team  Director, Board  School Improvement Team, Director  School Improvement Team, Director  Academic	September 2013  July 2013  September 2013  September 2013	Ongoing annually  Ongoing annually  Ongoing annually  Ongoing annually	Monthly report to superintendent  Administrator evaluations  Completed evaluations  Quarterly rewards given, Staff & Board Manuals outlining removal procedures, removal of ineffective staff  Monthly PD calendar, PD

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
staff removal procedures	Quality Controller, School Improvement Team	August 2013	Ongoing annually	evaluations
e. Implement revised professional learning practices including calendar, scheduling, & follow through	Superintendent, Leadership team, Board Director of Curriculum, Instruction, & PD	August 2013	Ongoing annually	Written processes established and published in staff handbook and Board administrative guidelines
f. Implement/continue strategies to recruit/retain high quality staff	Academic Quality Controller, Instructional Coach, Instructional Staff	August 2013	Ongoing annually	Published curriculum documents
g. Begin alignment of instructional program with CCSS & CCRS	Superintendent, Leadership team, Board	September 2013	Ongoing annually	Data dialogue summaries, intervention team meeting artifacts
h. Increased focus on using data to inform MTSS and Differentiated Instruction	Director of Curriculum, Instruction, & PD, Leadership team	Summer 2013	Ongoing through 2016-17	School master schedule
	Superintendent, Leadership team	August 2013	Ongoing throughout year and summer	Rosters and sign-in data, NWEA MAP data
i. Increased learning time – days and minutes	Superintendent, Leadership team	August 2013	Ongoing annually	Monthly report to superintendent, weekly schedule and artifacts
	Superintendent, Leadership team	September 2013	Ongoing annually	Agendas and artifacts from events

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
j. Increases in Enrichment activities	Superintendent, Board	September 2013	Ongoing annually	SRO monitoring reports, building schedules, budgets
k. Opportunities for increased teacher collaboration	Superintendent		Ongoing annually	Agendas/sign in sheets
l. Improvements in family and community engagement				
m. Operational flexibility provided within building operation (single building-district)				
n. Ongoing technical support established and solidified with ISD, MDE, NMU charter, MSU specialist				
<b><u>Pre-SIG Implementation</u></b> <b>=</b> <b><u>Summer/Early Fall 2014</u></b>				

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
Post and hire new positions – Data Coach, Home School Connection Specialist	Superintendent, Leadership Team	July 2014	July 2014	Postings published at colleges/universities, newspapers  New hires approved by BOE  New hires begin August 1
<b><u>SIG Implementation – October 2014 – September 2017</u></b>				
MSU Leadership Coaches assigned and begin weekly work with MMLA throughout the length of the grant	Michigan State University, Superintendent, Leadership Team	October 2014	Ongoing through the length of the grant	Assignment notice from MSU, Meeting agendas and sign in sheets
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 1  Creating a culture of improvement, including an accountable professional community	MMLA Instructional Leadership Team members	October 2014	October 2014	Attendance at workshop  Completion of “homework” assignment

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 2</p> <p>Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education</p>	MMLA Instructional Leadership Team members	November 2014	November 2014	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 3</p> <p>Understanding the data available to inform decisions about instructional improvement</p>	MMLA Instructional Leadership Team members	January 2015	January 2015	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 4</p> <p>Learning about the change process and how it impacts staff, students and families</p>	MMLA Instructional Leadership Team members	March 2015	March 2015	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 5</p> <p>Developing a clear understanding of effective instruction that leads to improved student achievement</p>	MMLA Instructional Leadership Team members	April 2015	April 2015	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Session 6</p>	MMLA Instructional Leadership Team members	May 2015	May 2015	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
Identifying effective organizational structures that support improved student achievement				
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 1 Summer Session (3 days)  Speakers and topics to be determined	MMLA Instructional Leadership Team members	June 2015	June 2015	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 1  Expanding the capacity to implement effective instructional and leadership practice	MMLA Instructional Leadership Team members	October 2015	October 2015	Attendance at workshop  Completion of "homework" assignment



SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 2</p> <p>Increasing skills in using data and in helping others become adept in data analysis</p>	MMLA Instructional Leadership Team members	November 2015	November 2015	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 3</p> <p>Continuing to learn how to manage complex change in schools</p>	MMLA Instructional Leadership Team members	January 2016	January 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>
<p>MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 4</p> <p>Using the school improvement plan, identifying an appropriate</p>	MMLA Instructional Leadership Team members	March 2016	March 2016	<p>Attendance at workshop</p> <p>Completion of "homework" assignment</p>

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement				
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 5  Expanding the accountable professional community to include feeder schools and central offices	MMLA Instructional Leadership Team members	April 2016	April 2016	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Session 6  Speakers and topics to be determined	MMLA Instructional Leadership Team members	May 2016	May 2016	Attendance at workshop  Completion of "homework" assignment

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 2 Summer Session (3 days)  Speakers and topics to be determined	MMLA Instructional Leadership Team members	June 2016	June 2016	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 1  •Developing proficiency to implement the strategies that result in increased student achievement.	MMLA Instructional Leadership Team members	October 2016	October 2016	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 2  Demonstrating data proficiency	MMLA Instructional Leadership Team members	November 2016	November 2016	Attendance at workshop  Completion of "homework" assignment

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
in all aspects of the school's work				
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 3  Ensuring instructional program coherence across and between grade levels/subjects	MMLA Instructional Leadership Team members	January 2017	January 2017	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 4  Planning for continued progress	MMLA Instructional Leadership Team members	March 2017	March 2017	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 5  Continuing an emphasis on	MMLA Instructional Leadership Team members	April 2017	April 2017	Attendance at workshop  Completion of "homework" assignment

SIG Implementation (Including Pre-SIG R & R Plan Implementation and Pre-SIG Activities in Summer 2014)	Person Responsible	Start Date	End Date	Success Metric
effective and efficient school organization				
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Session 6  Speakers and topics to be determined	MMLA Instructional Leadership Team members	May 2017	May 2017	Attendance at workshop  Completion of "homework" assignment
MSU Michigan Fellowship of Instructional Leaders (MFIL) - Year 3 Summer Session (3 days)  Speakers and topics to be determined	MMLA Instructional Leadership Team members	June 2017	June 2017	Attendance at workshop  Completion of "homework" assignment

Work throughout the three-year cycle of the Fellowship focuses on creating and expanding the essential school conditions for improved student achievement. Rather than an off-the-shelf program, the Fellowship is designed to build the collective capacity of the adults within a school and its particular context.

The organization of the Fellowship work ensures that principals and teachers have the fundamentals to begin and sustain instructional improvement in their schools as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement.

The Leadership team has been selected and time will be set aside in our school calendar to allow time for collaboration to support the process.

## **Fellowship and Leadership Coaching**

### **Year One: Beginning the Work**

Working as a team, the School Director, school improvement coach and instructional leadership team work on creating a culture of improvement, including an accountable professional community. Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education. Understanding the data available to inform decisions about instructional improvement. Learning about the change process and how it impacts staff, students and families. Developing a clear understanding of effective instruction that leads to improved student achievement. Identifying effective organizational structures that support improved student achievement.

### **Year Two: Deepening the Work**

The School Director, coach and leadership team continue their growth by expanding the capacity to implement effective instructional and leadership practice. Increasing skills in using data and in helping others become adept in data analysis. Continuing to learn how to manage complex change in schools. Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. Expanding the accountable professional community to include feeder schools and central offices.

### **Year Three: Sustaining the Work**

The School Director, coach and leadership teamwork on institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement. Demonstrating data proficiency in all aspects of the school's work. Ensuring instructional program coherence across and between grade levels/subjects. Planning for continued progress and continuing an emphasis on effective and efficient school organization

### **Multi-tiered System of Support**

A Customized Program of Expert Support (CPES) will include MSU Faculty, MSU Office of K-12 Outreach Specialists, Doctoral students and other University staff in provision of access to research-based best practices, resources and strategies aimed at addressing an identified need for a SIG School. The process will begin with an appropriate needs assessment in order to accurately identify current practices, relevant data, and areas of strengths and challenges related to MTSS-RTI programing at the school. Working with school leadership to analyze the results of the needs assessment, MSU faculty and staff will design a data-based CPES with methods and resources that are aligned with the needs and goals of the SIG School.

MSU is ranked #1 in Elementary and Secondary Education and in the Top Ten in Curriculum and Instruction; Administration and Supervision; Educational Psychology; Educational Policy; Rehabilitation Counseling. These highly ranked programs are home to world renown best practices and resources developed by leaders in education in urban settings. MSU Specialist, Dr. Sean Williams and staff, will lead MTSS-RTI practical, hands-on *seminars*- intensive day long workshops held monthly throughout the academic calendar, and *institutes*- intensive consecutive 3-day workshops held in the summer that will build capacity for school and district staff to sustain school improvement efforts by supporting all students with high quality MTSS-RTI programming after the 3-year cycle.

### **Year One: Beginning the Work**

MSU Specialist, Dr. Sean Williams and his team will provide professional development and support for MTSS-RTI that is aligned

with the identified needs of the SIG school. The level of support will include:

- Performing a needs assessment
- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning community and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identifying an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development
- Focusing school-community efforts including a shared understanding of the needs, available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing “tiered” interventions
- Identifying effective organizational structures that support an adaptive MTSS-RTI system based on student needs
- YEAR 1 includes a commitment to the following learning model at a minimum:

- 4 Professional Development Days- Full day or Half-day
- 9 expert consultation support visits
- Teleconference support; and/or subscription to online resources

## **Year Two: Deepening the Work**

MSU Specialists and the support team continue their support of school leadership growth by:

- Strengthening the capacity of school personnel to implement effective MTSS-RTI interventions
- Increasing school personnel’s skills in using data and in helping others become adept in data analysis



- Supporting school leaders in learning how to manage multiple MTSS-RTI programs while improving the instructional core
- Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for MTSS-RTI efforts.
- Expanding the accountable professional community to include feeder schools and central offices
- YEAR 2 includes a commitment to the following learning model at at a minimum:

- 4 Professional Development Days- Full day or Half-day
- 9 expert consultation support visits
- Teleconference support; and/or subscription to online resources

### **Year Three: Sustaining the Work**

MSU Specialists and the support team assist in institutionalizing culture of accountability system wide by:

- Supporting the development of proficient school leaders that can implement and monitor MTSS-RTI strategies that result in increased student achievement.
- Facilitating demonstrable data proficiency by school leaders in all aspects of the school's work
- Supporting instructional program coherence across and between grade levels/subjects with a laser focus Tier I supports; core instruction
- Assisting in the planning for continued progress
- Scaffolding the continuation of an expanded professional community district-wide
- YEAR 3 includes a commitment to the following learning model

- 4 Professional Development Days- Full day or Half-day
- 9 expert consultation support visits
- Teleconference support; and/or subscription to online resources

at a minimum:

## **School Culture and Climate**

MSU Associate Professor, Dr. Carter Andrews will provide professional development seminars that align with the organizational, pedagogical and instructional needs of the staff as indicated by Dr. Sephira Shuttlesworth, Director of Mid-Michigan Leadership Academy. Dr. Shuttlesworth has identified several topic areas in which staff need to increase their knowledgebase to enhance their relationships and practices with urban youth and families. They include, but may not be limited to, a) creating a culture of excellence in the classroom, b) accountability and professional identity, c) behavior and discipline, d) family development, and e) understanding how cultural differences related to language impact the teaching and learning process and student achievement.

Seminars will be designed to help staff link theory to practice through a series of dialogues and activities. Staff will then be tasked with “homework” to implement/try out in their classrooms or other school role in order to report back and reflect with colleagues at the subsequent PD seminar. Participants will complete a mid-term and end of seminar evaluation.

### **Goals for Professional Development**

The PD series has several goals for enhancing the overall culture and climate at MMLA and the teaching and learning environment.

- To increase understanding of how one’s own social identity impacts relationships with urban youth and families and the teaching and learning process.
- To understand the importance of establishing a culture of academic excellence for enhancing student performance
- To improve communication and relationships with students and families
- To develop strategies for working collaboratively as colleagues to ensure educational equity, accountability, and professionalism in the school environment

### **Learner Outcomes**

Many of the goals of the PD align directly with learner outcomes for teachers and other educators who work with students at Mid-Michigan Leadership Academy.

Participants will:

- Develop an understanding of how their social identities are activated by their work experiences and influence their interactions with colleagues, teachers, students, parents, etc.
- Develop an understanding of how school culture and climate impact teaching and learning
- Learn strategies for culturally responsive discipline
- Learn strategies for maintaining effective teacher-student and teacher-parent relationships.

Proposed topics for the Professional Development sessions that will occur with staff across 9 sessions, totaling approximately 17 hours of face time with staff. These topics have been suggested to align with the pedagogical and instructional needs of the staff as indicated by Dr. Shuttlesworth. However, Dr. Carter Andrews will work collaboratively with Dr. Shuttlesworth to finalize the topics.

#### Potential Topics for Weekly Professional Development Seminars

Sessions	Topic
November 1st (2hrs)	Creating a Culture of Excellence
January 16th (1.5hrs)	Creating a Culture of Excellence
January 23 <sup>rd</sup> (1.5hrs)	Accountability and Professional Identity
February 14 <sup>th</sup> (4.15hrs)	Accountability and Professional Identity
March 6 <sup>th</sup> (1.5hrs)	Culturally Responsive Approaches to Discipline: Considering a Restorative Justice Approach
March 20 <sup>th</sup> (1.5hrs)	Culturally Responsive Approaches to Discipline: Considering a Restorative Justice Approach
April 17 <sup>th</sup> (1.5hrs)	Engaging Parents in the Learning Process in Meaningful Ways
May 1 <sup>st</sup> (1.5hrs)	Engaging Parents in the Learning Process in Meaningful Ways
May 15 <sup>th</sup> (1.5hrs)	Deconstructing Language in the Classroom/Reflection

## 9. Annual Goals

MDE Annual Measurable Objectives.

	<b>Current Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>
Reading		54.87	59.89	64.91
Mathematics		43.31	50.26	57.21
Writing		45.05	51.71	58.37
Social Studies		n/a	n/a	n/a
Science		35.62	43.85	52.08

## **10. Stakeholder Involvement**

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application **Maximum length 1 page.**

## **11. Sustaining Reforms**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends **Maximum length 1 page.**

## **12. State Reform Plan**

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

## **Section B.**

Complete the attachment that describes the requirements and permissible activities for the chosen intervention **Only select the model that aligns to the approved SRO Plan.**

Attachment A – **Transformation Complete Below**

Attachment B – Turnaround

Attachment C – Restart

## Attachment D – Closure

### Section C.

**Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.**

#### Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority School #3	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority School #4	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

### Section D.

#### Baseline Data Requirements

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation

Number of minutes in the school year	KG: 1,215.75 hours/ 72,945 minutes  Grade 1-3: 1,231.68 hours/ 73,900.80 minutes  Grades 4-8: 1,252.84 hours/ 75,170.40 minutes
Student Data	
Dropout rate	n/a
Student attendance rate	91%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
Dual enrollment	n/a
Number and percentage enrolled in college from most recent graduating class	n/a
Student Connection/School Climate	
Number of disciplinary incidents	766
Number of students involved in disciplinary incidents	236
Number of truant students	12
Teacher Data	

Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective 0 Effective 13 Minimally Effective 7 Ineffective 0
Teacher Attendance Rate	78%

## Select only 1 Model

### Attachment A--Transformation Model

**The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.**

Provided in the redesign plan attached on MEGS+

1. Replace the principal
2. Include student data in teacher/leader evaluation
3. Evaluations that are designed with teacher/principal involvement
4. Remove leaders/staff that have not increased achievement
5. Provide on-going job embedded staff development
6. Implement financial incentives or career growth or flexible work conditions.
7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
8. Promote continuous use of student data to inform instruction and meet individual needs of students.
9. Provide increased learning time
  - a. Extended learning time for all students in the core areas....
  - b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...
  - c. Teachers to collaborate, plan and engage in professional development...



10. Provide ongoing mechanisms for family and community engagement
11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.
12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

**The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.**

1. Provide additional funding to attract and retain staff.
2. Institute a system for measuring changes in instructional practices that result from professional development.
3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
5. Implement a school wide Multi-Tiered System of Supports model.
6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.
7. Use and integrate technology-based interventions.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.
9. Provide summer transition programs or freshman academies
10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.
11. Establish early warning systems to identify students who may be at risk of failure.
12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.
13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.
14. Implementing approaches to improve school climate, culture and discipline
15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
16. Allow the school to be run under a new governance arrangement.
17. Implement a per pupil school based budget formula weighted based on student needs.



